

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Allison Fortin Block #: 2
2. For what project did you make your digital story? Dr. Grace's Reflection
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? I was trying to teach what things I had learned during her class such as UbD, differentiated instruction, backwards design, and checking for understanding.
4. What type of story are you telling? Fairy Tale (I would say it is a fable, but it doesn't involve animals with human characteristic)
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?
http://www.readwritethink.org/files/resources/lesson_images/lesson42/RWT027-4.pdf (this was on the pre approved list provided on the class wiki)
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?
I could have created a Glogster and through that means I could have just bluntly stated what I learned rather than putting it into a story format. I could have also just created Prezi to present everything I learned or I could have made a video where I talked about what I learned in Dr. Grace's class. Really I could have done a number of other products to present the same information, but creating a digital story was more fun and I think it got my audience more engaged in learning about what I learned from Dr. Grace's course, in my opinion.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) Some advantages I found were: 1) By being a story, I felt like I could be more creative with it. 2) Since it was digital, I could easily share the story I created with others. Some disadvantages were: 1) Since it had to be a story, it required more planning than several other projects that I have done required (developing characters, writing a script so that the dialogue and the story makes sense). 2) When creating the digital story, I felt like it was a little more ambiguous for my

audience to understand the information I was trying to present. I feel like it was hard for my audience to pick up on ideas in my story because they weren't obvious (this could just be underestimating my audience though).

8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

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| <i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. <i>(Copy and paste the element and its description/explanation from the source Web site.)</i> | <i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i> | <i>Your digital story</i> – Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i> |
| Set in the past—usually significantly long ago. May be presented as historical fact from the past. | Starts off with “Once upon a time...” which suggests that it happened a long time ago. The society described is also very rustic. For example, the apprentice’s home is a “village” which is not a term thrown around often in today’s society. So the story is definitely set in the past. | The time period illustrates the point that being a good teacher has been an ongoing struggle beginning several decades before present day society. Good teaching or bad teaching can happen in any era, it can happen anywhere, and it can happen in any kind of situation. Not just in the one we live in now. |
| Typically incorporate clearly defined good characters and evil characters. | Good characters: Merlin, Merlon, Apprentice Evil character: Feebus the Dragon | Merlin represents first time teachers just starting out. He is still trying to figure out how to teach his apprentice how to turn things into stone, but he is having trouble helping his apprentice successfully learn. First time teachers today also have the same struggles, but it would be about teaching math, English, science or any content that is taught today. Merlon represents either a colleague or a mentor for first time teachers because he has more experience about how to |

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| | | <p>teach magic to apprentices. Therefore, he can offer guidance to Merlin, the first time teacher. The Apprentice represents all students who struggle to learn when they are not successfully taught using a process that builds on learning rather than a process that expects them to already know everything (turning smaller things into stone and then turning bigger things into stone helped the apprentice learn about magic because it was through a process that helped him build on his previous understandings). Lastly, Feebus the Dragon represents challenges that students have to overcome and are encouraged to turn into a positive experience rather than a negative one with the help of great teachers like Merlin (this is illustrated in the story when the Apprentice stopped Feebus from destroying his village by not just conquering Feebus, but by turning Feebus into something positive that can benefit the town ← this is implied at the end).</p> |
| <p>Involves magic elements, which may be magical people, animals, or objects. Magic may be positive or negative.</p> | <p>Merlin, Merlon, and the Apprentice use magic and it used positively rather than negatively. Feebus also uses magic, but in a negative way.</p> | <p>Magic is used in the story to represent the potential that students have. Just as the Apprentice already has the power to use magic, it is both the knowledge and encouragement to use it that allowed the Apprentice to not only discover how much he is capable of, but it also allowed him to discover how he can build on what he is capable of in a positive way (for example instead of turning “the Heart of the Woods” into stone, he made the tree grow and</p> |

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| | | flourish even better). This represents students today because with encouragement and knowledge acquired through good teaching, students are able to recognize what they are capable of, which motivates them to continue learning and to use what they know for the benefit of themselves and for the benefit of others. |
| Focus the plot on a problem or conflict that needs to be solved. | The problem is that Merlin doesn't know how to successfully teach his apprentice how to turn objects or animals into stone. | This problem is representative of teaching in today's society because the Apprentice can only learn how to turn objects or animals into stone based on how he learns best. Students today are the same as the Apprentice; they have an easier time learning material and understanding if they are taught in a way that caters to their learning styles. Not only that, but Merlin's uncertainty about how to teach the Apprentice how to turn things into stone is also representative of the conundrum that many first time teachers or even teachers in general face when they are handling a student that they are having trouble teaching about their given content area. |
| Often have happy endings, based on the resolution of the conflict or problem. | Even though the story is left ambiguous, based on the fact that the Apprentice did not turn the Heart of the Woods into stone and instead used his magic for good by making it better, the audience can assume at the end that the Apprentice did not turn Feebus into stone, but instead made the dragon better and turned it into something that would be harmless and would benefit the town rather than harm it. | The (assumed) resolution of the story represents how both learning and teaching should be used for good and not for negative purposes. Therefore, (assuming) when the Apprentice challenges Feebus, he does not use what he has learned for evil by destroying the Dragon, but rather, the Apprentice respects the Dragon's existence and simply improves Feebus so that he doesn't cause further harm to the village, but |

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| | | so that he still lives. The Apprentice used his knowledge for good in the end, which is how learning and teaching should be used today. It should be used for the benefit of ourselves and others in a positive manner. |
| Usually teach a lesson or demonstrate values important to the culture. | The story basically emphasizes the importance of good teaching, which includes not just the struggle that first time teachers go through, but also the struggle that students go through as a result of inadequate teaching methods. | When the Apprentice turns a few animals into stone, that represents checking for understanding that is used by teachers today because Merlin wanted to see if he had mastered turning smaller things into stone before he gave the Apprentice the task of turning larger things into stone (like the Heart of the Woods). When Merlin changes his teaching style after returning from visiting his cousin, Merlon, it represents differentiated instruction because Merlin altered his teaching methods so that it would better suit the learning style of the Apprentice. |